

# DISCRETE SKILLS INVENTORY

## Introduction to the DSI

In order to achieve academically, English language learners need to communicate at a high level of proficiency. An essential element of success in learning the English language is acquiring the ability to skillfully employ words according to the grammatical rules that govern their use. For this reason, all ELLs need to be taught the structure and conventions of the English language. Their mastery of English grammar, structure, and usage will greatly influence their ability to read, to comprehend, and to write.

The *Discrete Skills Inventory* (DSI) is a companion teaching tool to the *Arizona K-12 English Language Proficiency (ELP) Standards*. Together, these documents guide both the planning and the implementation of English language development (ELD) instruction for English language learners. The DSI is a sequential series of English language skills that provide a guide to teaching the grammatical foundations necessary for students to achieve the requirements set forth in the *ELP Standards* for each respective grade span. In turn, the *ELP Standards* represent a sequential set of knowledge and skills that are the basis for meeting grade-specific language arts academic standards. The DSI provides the critical grammatical foundation for achieving proficiency in listening, speaking, and writing.

## Purpose of the DSI

The DSI provides a logical and linear ordering of English language concepts and skills to assist teachers in the design, development, and implementation of ELD instruction for English learners who have been placed in Structured English Immersion (SEI) classrooms. The concepts and skills identified in the DSI are the building blocks for English learners in their journey toward English mastery. They provide a comprehensive grammatical foundation necessary for meeting the *ELP Standards* at each stage of a student's development.

The skills presented in the DSI make lesson planning easier for teachers. Using the DSI, teachers can fashion lesson plans and implement classroom activities that provide their students with an understanding of the parts of speech, how they combine to form phrases and sentences, and the overarching structure of the English language. For example, if students are expected to describe items in the classroom, they need first to be taught certain parts of speech such as nouns, adjectives, verbs, as well as how to conjugate verbs, and then learn how to assemble different types of words in proper grammatical order.

## Format of the DSI

The DSI is divided into three areas: Parts of Speech, Grammar Skills, and Standards Link. The first two divisions offer specific ideas for the progression of concepts and skills to be taught to students in the ELL classroom, while the final section makes explicit the links between the skills being taught and the applicable ELP standards.

In the Parts of Speech section of the DSI, the different units of the English language are identified and a concrete sequence of level-specific concepts and skills is provided. This section of the DSI targets specific standards in the ELP as well as incorporates additional content that aids in the understanding of the concepts under study. Grammatical structures are introduced at increasing levels of difficulty and specific examples are given for teachers to use in building a strong English language foundation centered on the parts of speech. Sub-areas of focus are identified, such as tenses for verbs or the different varieties of pronouns, and logical progressions for these particular subdivisions of particular parts of speech are introduced as well.

While the progressions for different sub-areas are independent of each other and some progressions will be taught before others, the combined cumulative effect is a systematic and sequenced instructional toolkit for teachers to use in their English language instruction. For example, look at the logical progression for nouns from the Parts of Speech section of the ELL II DSI:

<u>Parts of Speech</u>	<u>Review</u>	<u>ELL II Skill Progression</u>		
<b>Nouns</b>	Singular common nouns Plural common nouns Proper nouns Plural proper nouns Articles	Common nouns with determiners (a bird, an animal, the zoo)	Proper nouns of locations & objects (Flagstaff, Arizona)	Singular possessive nouns (friend's, teacher's)
		Plural nouns (friends, teachers)	Irregular plural nouns (see level-appropriate list)	Plural possessive nouns (friends', teachers')

The DSI indicates what items were covered in the ELL I (Kindergarten) DSI for nouns (under the review column), as well as two linear progressions for teaching nouns at the ELL II level. Each progression is independent of the other so that instructors could be introducing proper nouns in the classroom (the midpoint of the first progression) at the same time they are teaching plural nouns (the beginning of the second progression). On the other hand, instructors might choose to move through the first progression of nouns entirely before introducing the second progression. Instructors are also free to teach one sub area in conjunction from a different category. For instance, they may choose to teach the noun sequences at the same time they begin the adjective or preposition progressions. Teachers have the flexibility to determine whether to teach various progressions together or sequentially—both within a

sub-area and across sub-areas. The DSI provides teachers with a logically integrated and comprehensive overview for introducing students to how the different parts of speech function.

The knowledge encapsulated in the Parts of Speech section is further developed and integrated in the subsequent area of Grammar Skills. Like the Parts of Speech, the skills identified in the Grammar Skills section of the DSI target specific standards in the ELP as well as incorporate additional ideas that closely relate to the ideas under investigation. A sequential and level-sensitive examination of how parts of speech combine to form different phrase and sentence structures is presented. In addition, other topics are introduced, such as subject-verb agreement arising from irregular nouns and verbs. Logical progressions of the skills needed for developing grammatical competency in these areas are offered. What follows is the logical progression from the Grammar Skills portion of the ELL III DSI:

<u>Grammar Skills</u>	<u>Review</u>	<u>Skill Progression</u>		
<b>Phrase and Clause Construction</b>	Double noun phrase Joined adjectives phrase "When" adverbial phrases Demonstrative pronoun + noun Infinitive verb phrase Modal auxiliary verb phrase	Participial Phrase (participle + modifiers: "Studying all night, the students...")	Absolute phrase/nominative absolute (noun/pronoun + participle: "The runners, their faces smiling...")	
		Special adverbs + adjectives (too hot, very cold, old enough, too old)	Linking verbs + noun/adjective complement ("She is a teacher." "We feel sad. . .")	Verb phrases (auxiliary + main verbs: should cut, must run)
		Independent clause (subject + verb: "Jill ran the marathon in five hours.")	Noun clause ("What Jack ate for dinner...", "...that Jill is smart")	Noun clause markers (that, whether, how, whichever)

Like the Parts of Speech section, the DSI for Grammar Skills indicates what items were covered previously under the review column, as well as presents three logical progressions for teaching phrase and clause construction at the ELL III level. Also like the Parts of Speech, each progression is independent of the other and can be taught independently or in conjunction with others.

The Discrete Skills Inventory concludes with a brief summation of how the teacher's toolkit presented in the DSI corresponds to the overarching ELP standards. While all of the relevant performance indicators from the *ELL Proficiency Standards* in the areas of Writing, Listening, and Speaking are covered within the skills taught by the DSI, the DSI itself goes beyond merely teaching the bare minimum of the standards. Because the DSI systematically develops the grammatical conventions of English, it provides teachers with an enriched and comprehensive map of the skills that all ELL students need to acquire in order to reach English language proficiency. In doing so, it offers a range of concepts and skills that inform and uniquely approach the essential task of teaching the ELP standards.

Appended to the DSI are two companion charts that graphically organize the introduction of irregular nouns and verbs at different developmental stages. These charts are linked to the DSI and provide a useful list to teachers of challenging nouns and verbs that ELL students struggle to master.

Note:

A *Phonology Link* has been added to update the DSI. This link follows the *Parts of Speech* and *Grammar Skills* sections but precedes the *Standards Link* section of the document.

## Kindergarten DSI (ELL I)

<u>Parts of Speech</u>	<u>Skill Progression</u>		
<b>Nouns</b>	Singular common nouns related to self, classroom, and home	Singular common nouns related to animals, foods, and occupations	Plural common nouns (teachers, ducks)
	Articles (a, an, the)	Proper nouns of persons (Jill, Jack, Mrs. Smith)	Plural proper nouns of persons (The Smiths)
<b>Verbs</b>	Simple present tense (play, jump)	Simple past tense (played, jumped)	Simple future tense "will" (will play, will jump)
	Imperatives ("Sit." "Jump!")	Present tense of "to be" (am, is, are)	Present progressive tense (is playing)
<b>Pronouns</b>	Personal singular subjective (I, you)	Personal singular subjective (he, she, it)	Personal plural subjective (we, you, they)
<b>Adjectives</b>	Color/shape (red, blue, round, square)	Size/quantity (large, small, big, little)	Possessive adjectives (my, your, his, her, its, our, their)
<b>Adverbs</b>	"When" adverbs (first, then, next)	"When" adverbs (after, before, finally)	"Frequency" adverbs (always, never, sometimes)
<b>Prepositions</b>	Location (on, in, near, behind)	Direction (up, down, over)	Time (on, at, in, by)
<b>Interjections</b>	Words expressing emotions and having no grammatical relation to other words in the sentence (Ouch!)		

<b>Conjunctions</b>	Coordinating (and, or)		
<b><u>Grammar Skill</u></b>	<b><u>Skill Progression</u></b>		
<b>Phrase Construction</b>	Noun phrase (adjective + noun: "red bird")	Joined noun phrase (noun + coordinating conjunction + noun: "bird and tree" )	Prepositional phrase (preposition + noun: "on the table")
	Verb phrase (verb + adverb/adverb + verb: "walks first", "always talks")	Joined verb phrase (verb + coordinating conjunction + verb: "walks and talks")	
<b>Sentence Construction</b>	Oral "fill-in-the-blank" ("I am ____")	Noun + "to be" + noun ("A duck is a bird.")	Plural noun + "to be" + plural noun ("Ducks are birds.")
	Pronoun + "to be" + noun ("He is a student.")	Noun + "to be" + adjective ("The ball is round.")	Noun + "to be" + preposition + noun ("The apple is on the table.")
<b>Questions</b>	Single word question inflections ("Red?" "Bird?")	Yes/No questions with "to be" ("Is she in your class?")	
<b>Phonology Link</b>	<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Cardinal Numbers</li> <li>• Commands</li> <li>• Name</li> <li>• Teacher's Name</li> <li>• Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• Consonant Sounds</li> <li>• Questions: school, grade, age, address</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinal Numbers</li> <li>• Vowel Sounds</li> </ul>
<b>Standards Link</b>	By developing this repertoire of grammar skills:		
<b>Conventions of Standard English</b>	Students will regularly produce short phrases and simple sentences in a grammatically correct fashion.		

## **Writing & Oral Expression**

Students can share simple rhymes and stories, respond appropriately to social situations, and ask for help or assistance when necessary.

**Note: The Kindergarten DSI is used in conjunction with ELL I of the English Language Proficiency Standards for Listening and Speaking and Writing.**

## Grades 1-2 DSI (ELL II)

<u>Parts of Speech</u>	<u>Review</u>	<u>Skill Progression</u>		
<b>Nouns</b>	Singular common nouns Plural common nouns Proper nouns Plural proper nouns Articles	Common nouns with determiners (a bird, an animal, the zoo)	Proper nouns of locations & objects (Flagstaff, Arizona)	Singular possessive nouns (friend's, teacher's)
		Plural nouns (friends, teachers)	Irregular plural nouns (see attached chart for level-appropriate list)	Plural possessive nouns (friends', teachers')
<b>Verbs</b>	Simple present tense Simple past tense Simple future tense Present tense of "to be" Present progressive tense Imperatives	Present tense of "to have" (have, has)	Present tense of "to do" (does, do) and "to go" (goes, go)	Present simple negative ("do not run")
		Present participle (walk/walking, run/running)	Present progressive tense ("to be" + present participle: "is swimming")	Present progressive negative ("am not talking")
		Past tense of "to be" (was, were)	Past negative of "to be" ("I was not")	Past simple negative ("did not walk")
		Irregular past tense (see attached chart for level-appropriate list)	Past progressive tense (past tense of "to be" + present participle: "was running")	Past progressive negative ("was not running")
		Infinitives ("to" + simple present: "to buy")	Future tense "am going to" ("am going to play")	Future negative ("will not play"/"am not going to play")
		Linking verbs of sensation (smell, sound, taste, feel: "soup tastes good")	Linking verbs of being (act, seem, appear, become: "boy seems tall")	Modal auxiliaries (may, might, must, can, could, shall, should, will, would, ought to)



<b>Pronouns</b>	Personal subjective pronouns	Personal possessive singular (my/mine, your/yours, his, her/hers, its)	Personal possessive plural (our/ours, your/yours, their, theirs)	Demonstrative (this, that, these, those)
		Personal objective singular (me, you, him, her, it)	Personal objective plural (us, you, them)	Interrogative (who, what, where, when, why, how)
<b>Adjectives</b>	Color/Shape/Size/ Quantity Possessive	Descriptive/quantifier adjectives (beautiful, three)	Sensory/personality adjectives (sad, proud)	Demonstrative adjectives (this, that, these, those)
<b>Adverbs</b>	"When" adverbs "Frequency" adverbs	Adjectival Adverbs (adjective + "ly": beautiful/beautifully)	"Manner" adverbs (sadly, proudly)	"Where" adverbs (here, there)
<b>Prepositions</b>	Location/Direction Time	Time (during, past, since)	Action and movement (to, from, off, out of)	Prepositions of opposition (before/after, off/on, with/without)
<b>Conjunctions</b>	Coordinating	Coordinating (but, yet)		
<b>Interjections</b>	Ouch!	Run! Stop! Hey!		
<b><u>Grammar Skills</u></b>	<b><u>Review</u></b>	<b><u>Skill Progression</u></b>		
<b>Phrase &amp; Clause Construction</b>	Noun phrase Joined noun phrase Verb phrase Joined verb phrase Prepositional phrase	Double noun phrase (nouns as adjectives: shoe store, kitchen table)	Joined adjectives phrase (adjective + coordinating conjunction + adjective: "red or blue")	"When" adverbial phrases ("the next day," "after opening the door")
		Demonstrative pronoun + noun ("that shoe")	Infinitive verb phrase ("to buy a bicycle")	Modal auxiliary verb phrase (Modal auxiliary + verb: "may go,"

				"can go" "must go")
<b>Sentence Construction</b>	Oral "fill-in-the-blank" Noun + "to be" + noun Plural noun + "to be" + plural noun Pronoun + "to be" + noun Noun + "to be" + adjective Noun + "to be" + preposition + noun	"There" + "to be" + subject + preposition + object ("There is a ball in the room.")	Subject + present progressive + object pronoun ("I am watching you.")	Subject + past progressive + preposition + object pronoun ("I was listening to you.")
		Not + "to be" ("I am not hungry.")	"Frequency" adverbs with "to be" ("Jack is always in bed.")	"Frequency" adverbs with simple present verbs ("Jack always talks.")
		Subject + linking verb + adjective ("The food smells delicious.")	Imperative sentences ("Sit down. Open your notebook.")	Indicative (factual) sentences ("Jill reads books.")
<b>Agreement</b>		Single subject & verb agreement ("Jill sleeps"; "The horses walk")	Compound subjects & verb agreement ("Jack and Jill talk" versus "Jack or Jill talks")	Pronoun-antecedent agreement ("The teachers finished their classes.")
<b>Questions</b>	Single word question inflections Yes/No questions with "to be"	Yes/No questions with "to be" ("Is she a student?")	Yes/No questions using present progressive: "to be" + subject + "-ing" verb ("Is Jill reading?")	Yes/No questions using past tense of "to be" ("Was Jack in class?")
		Simple present Yes/No questions ("Do you like snow?")	Simple past Yes/No questions ("Did you walk?")	Simple future Yes/No questions ("Will you jump?")
		Interrogative questions with "to be" ("Where is the book?")	Simple present with interrogative ("Where do they live?")	Modal auxiliaries in questions ("Can Jack come out to play?" "May I be excused?")

<b>Phonology Link</b>		<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Cardinal Numbers (30-100)</li> <li>• Vowel Sounds</li> <li>• Complex Commands</li> <li>• Minimal Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Tricky Sounds (j, y, w, d, r)</li> <li>• Repeat After Me Phrases and Sentences</li> <li>• Questions: school, grade, age, address</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal Pairs Focusing on Certain Sounds</li> <li>• Alphabet Work</li> <li>• Numbers Work</li> <li>• Simple Tongue Twisters</li> </ul>
<b>Standards Link</b>	By developing this repertoire of grammar skills:			
<b>Conventions of Standard English</b>	Students will be able to produce complete sentences using a variety of subject and predicate structures while correctly using pronouns, different verb tenses, and subject-verb agreement.			
<b>Writing &amp; Oral Expression</b>	<p>Students can communicate in social conversation, classroom discussion, and written communication to indicate their thoughts on a variety of topics while asking for or conveying new information through comparisons, descriptive sentences, and focused questions.</p> <p><b>Note: The Grades 1-2 DSI is used in conjunction with ELL II of the English Language Proficiency Standards for Listening and Speaking and Writing.</b></p>			

### Grades 3-5 DSI (ELL III)

<u>Parts of Speech</u>	<u>Review</u>	<u>Skill Progression</u>		
<b>Nouns</b>	Common nouns with determiners Proper nouns Plural nouns Irregular plural nouns Singular possessive nouns Plural possessive nouns	Count nouns (book/books)	Non-count/mass nouns (water/money)	Collective nouns (class, family, team, batch, stack)
		Irregular plural nouns (see attached chart for level-appropriate list)	Irregular plural possessive nouns (see attached chart for level-appropriate list)	Article usage with singular/plural count nouns/non-count nouns (a cat/dogs/fruit)
<b>Verbs</b>	Present tense of “to have,” “to do,” and “to go” Present simple negative Present participle Present progressive tense Present progressive negative Past tense of “to be” Past simple negative Irregular past tense Past progressive tense Past progressive negative Infinitive verbs Future tense “am going to” Future negative Linking verbs of sensation and being Modal auxiliaries	Irregular past tense (see attached chart for level-appropriate list)	Regular past participles (work/worked, jump/jumped)	Irregular past participles (see attached chart for level-appropriate list)
		Present perfect (has/have + past participle: “has broken,” “have stopped”)	Negative present perfect (has/have + not + past participle: “have not jumped”)	Irregular present perfect (has/have + irregular past participle: “has known,” “has spoken”)
		Future progressive (future tense of “to be” + present participle: “will be running”)	Present perfect progressive (has/have + “been” + present participle: “has been swimming,” “have been sleeping”)	Negative present perfect progressive (has/have + not + “been” + present participle: “have not been talking”)
		Non-action/stative verbs without a present progressive form (want, need, like)	Using action verbs vs. non-action/stative verbs (watch/see, listen/hear)	
		Auxiliary (helping) verbs (be/have/do + main verb: “am helping,” “have jumped,” “do not see”)	Negative modal auxiliaries (cannot, should not)	
		Linking verbs of change (turned, became, has gone)	Transitive verbs (lay, raise)	Verbs that are both transitive and intransitive based on context
			Intransitive verbs (lie, rise)	

		Passive voice ("to be" in past/present/future tense + past participle: "We were told...")	Passive progressive voice ("to be" + being + past participle: "He was being stubborn...")	
<b>Pronouns</b>	Personal possessive singular Personal possessive plural Personal objective singular Personal objective plural Demonstrative Interrogative	Reflexive pronouns (myself, ourselves, themselves: "You should let yourself...")	Intensive pronouns (personal pronouns + "self/selves": "We ourselves made the meal.")	Indefinite pronouns (all, both, nothing, somebody, anything: "Jack bought something. Jill didn't buy anything.")
<b>Adjectives</b>	Demonstrative Sensory/personality Descriptive/quantifier	Proper adjectives (Chinese man, Italian woman)	Conceptual adjectives (free, ripe, important)	Indefinite adjectives (many, any, all)
		Adjectival verbals (participle + noun phrase: "dripping faucet")	Present participles as adjectives (“is interesting”; “was not boring”)	Past participles as adjectives (“was tired”; “is married”)
		Regular comparatives & superlatives (big/bigger/biggest)	Complex (two-syllable) comparisons (expensive/more expensive/most expensive)	Irregular comparatives & superlatives good/better/best, bad/worse/worst)
<b>Adverbs</b>	“Manner” adverbs “Adjectival” adverbs “Where” adverbs	Comparative/superlative “er/est” adverbs (fast/faster/fastest)	Comparative/superlative “ly” adverbs (slowly, more slowly, most slowly)	Irregular comparative/ superlative adverbs (well/better/best, badly/worse/worst)
			Intensifier adverbs (too, not, very, some, any, hardly, barely, enough)	Conjunctive adverbs (also, therefore)
<b>Prepositions</b>	Time Action and movement Prepositions of opposition	Compound prepositions (in front of, next to, on top of)	Prepositions of exception (despite, except)	

<b>Conjunctions</b>	Coordinating	Co-relative conjunctions (both/and)	Co-relative conjunctions (either/or)	Co-relative conjunctions (not only/but also)
<b>Interjections</b>	Ouch! Run! Stop! Hey!	Oh! Ugh! No Way!		
<b><u>Grammar Skills</u></b>	<b><u>Review</u></b>	<b><u>Skill Progression</u></b>		
<b>Phrase and Clause Construction</b>	Double noun phrase Joined adjectives phrase "When" adverbial phrases Demonstrative pronoun + noun Infinitive verb phrase Modal auxiliary verb phrase	Participial Phrase (participle + modifiers: "Studying all night, the students...")	Absolute phrase/ nominative absolute (noun/pronoun + participle: "The runners, their faces smiling...")	
		Special adverbs + adjectives (too hot, very cold, old enough, too old)	Linking verbs + noun/adjective complement ("She is a teacher." "We feel sad. . .")	Verb phrases (auxiliary + main verbs: should cut, must run)
		Independent clause (subject + verb: "Jill ran the marathon in five hours.")	Noun clause ("What Jack ate for dinner...", "...that Jill is smart")	Noun clause markers (that, whether, how, whichever)
<b>Sentence Construction</b>	"There" + "to be" + subject + preposition + object Not + "to be" "Frequency" adverbs with "to be" "Frequency" adverbs with simple present verbs Subject + linking verb + adjective Subject + present progressive + object pronoun Subject + past progressive + preposition + object pronoun Imperative sentences Indicative sentences	Habitual past "repeated action" sentences (when + simple past... + comma + "would" + simple present...: "When I was young, I would dream of growing up.")	Habitual past "state of being" sentences (subject + "used to" + simple present...: "I used to live in Utah.")	Present Real Conditional sentences (If/When + simple present... + comma + simple present...: "If I leave home, I take an umbrella." / "When Jack is tired, he goes to bed.")
		Intransitive sentences ("The bus arrived.")	Transitive sentences ("I broke the chair.")	Subject + Verb + Direct Object + Indirect object ("I cooked a meal for Jill.")
		Sentences using reflexive pronouns ("I feel myself getting sick.")	Active Sentences ("I took the ball from Jack.")	Passive Sentences ("The ball was taken from Jack.")

		Simple sentences (one independent clause: "Jill climbed a hill.")	Compound sentences (independent clause + conjunction + independent clause: "I like apples, but he likes oranges")	Independent clause + semicolon + conjunctive adverb + independent clause (“I wear jeans; therefore I wear pants.”)
<b>Agreement</b>	Single subject & verb agreement Plural subject & verb agreement Pronoun-antecedent agreement	Verb agreement with irregular nouns (“The women talk.”)	Verb agreement with collective nouns (“The team won.”)	Verb agreement with indefinite pronouns (“Everybody is here.”)
<b>Questions</b>	Yes/No questions with “to be” Present progressive Yes/No questions “to be” + “there” + subject + preposition + noun questions Simple present Yes/No questions Simple past Yes/No questions Simple future Yes/No questions Interrogative questions with “to be” Simple present with interrogative Modal auxiliaries in questions	Questions with “to be” + “there” + subject + preposition + noun (“Is there a ball in the room?”)	Questions using indefinite pronouns (Did Jill buy anything?)	Tag questions (“You know Jill, don’t you?” “Jack isn’t home, is he?”)
		Interrogative questions in past tense with “to be” (“Where were you?”)	Simple past with interrogative (“Where did they live?”)	Interrogative questions with contractions (“When’s he arriving?” “What’re those?”)
		Present perfect questions (have/has + subject + past participle: “Have you asked her?”)	Present perfect progressive questions (has/have + subject + “been” + present participle: “Has Jill been studying?”)	
<b>Phonology Link</b>		<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Cardinal Numbers (1 - 100)</li> <li>• Vowel Sounds</li> <li>• Complex Commands</li> <li>• Minimal Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Tricky Sounds (j, y, w, d, r)</li> <li>• Repeat After Me Phrases and Sentences</li> <li>• Tongue Twisters</li> </ul>	<ul style="list-style-type: none"> <li>• Tricky Sounds (j, y, w, d, r)</li> <li>• Repeat After Me Phrases and Sentences</li> <li>• Tongue Twisters</li> </ul>

<b>Standards Link</b>	By developing this repertoire of grammar skills:
<b>Conventions of Standard English</b>	Students will speak and write in both simple and complex sentences using regular and irregular subjects and verbs while incorporating a variety of sentence structures that reflect their understanding of tense, subject-verb agreement, and parts of speech.
<b>Writing &amp; Oral Expression</b>	<p>Students can express themselves in colloquial and written forms that reflect their growing familiarity with different writing genres (expository, narrative, and research) as well as nuances in social interactions (asking directions, making invitations, offering suggestions) and by asking and responding to instructional questions, presenting narratives, and preparing and giving oral reports</p> <p><b>Note: The Grades 3-5 DSI is used in conjunction with ELL III of the English Language Proficiency Standards for Listening and Speaking and Writing.</b></p>



## Grades 6-8 & 9-12 DSI (ELL IV & V)

<u>Parts of Speech</u>	<u>Review</u>	<u>Skill Progression</u>		
		<u>ELL IV</u>		<u>ELL V</u>
<b>Nouns</b>	Count nouns Non-count/mass nouns Collective nouns Irregular plurals nouns Irregular plural possessive nouns Article usage with singular/plural count nouns/non-count nouns	Compound nouns (mother-in-law, half-moon)	Gerunds (present participle form of verb: "I like running." "Running is fun.")	Past gerund (past tense of have/be + past participle: "liked being invited")
				Past passive gerund (“having been” + past participle: “...having been hired”)
<b>Verbs</b>	Irregular past tense Regular past participles Irregular past participles Present perfect Negative present perfect Irregular present perfect Future progressive Present perfect progressive Negative present perfect progressive Non-action/stative verbs without a present progressive form Action verbs Non-action/stative verbs Auxiliary verbs Negative modal auxiliaries Linking verbs of change Transitive verbs Intransitive verbs Transitive & Intransitive verbs	Irregular past tense (see attached chart for level-appropriate list)	Present progressive modals (modal + “be” + present participle: “may be talking”)	Past progressive modals (modal + “have been” + present participle: “may have been shopping”)
		Past perfect (past tense of has/have + past participle: “had eaten”)	Negative past perfect (past tense of has/have + “not” + past participle: “had not eaten”)	Past perfect progressive (past tense has/have + “been” + present participle: “had been swimming”)
		Future perfect (future tense of has/have + past participle: “will have studied”)	Future perfect progressive (future tense of has/have + “been” + present participle: “will have been sleeping”)	Negative future perfect (future tense of has/have + “not” + past participle: “will not have studied”)
		Two-part inseparable phrasal verbs (verb + particle: “ran into” “get over”)	Intransitive two-part phrasal verbs (“move out,” “start over”)	

	Passive voice Passive progressive voice	Two-part separable phrasal verbs (verb + noun/pronoun + particle: "put my book down" "throw the garbage out")	Three-part phrasal verbs ("sign up for," "grow up in," "hang out with")	Passive modal auxiliaries (modal auxiliary + "be" + past participle: "will be sent")
		Two-part modals ("ought to," "used to")	Three-part phrasal modals ("is supposed to," "have got to")	Past tense of modal auxiliaries (could/could have, must/had to, should/should have)
<b>Pronouns</b>	Reflexive pronouns Intensive pronouns Indefinite pronouns	Relative pronouns (who, that, which)	Indefinite relative pronouns (whoever, whomever, whatever)	Reciprocal pronouns (each other, one another: "...gave presents to each other")
<b>Adjectives</b>	Proper adjectives Conceptual adjectives Indefinite adjectives Adjectival verbals Present participles Past participles Regular comparatives/superlatives Complex (two-syllable) comparisons Irregular comparatives/ superlatives			
<b>Adverbs</b>	Intensifier adverbs Conjunctive adverbs Comparative/superlative Irregular comparative/superlative	Cause and effect adverbs (because, since, so that)	Contrast adverbs (although, whereas, while)	
			Conditional adverbs (if, unless)	
<b>Prepositions</b>	Compound prepositions Prepositions of exception	Cause and effect prepositions (because of, due to)	Contrasting prepositions (despite, in spite of)	Prepositions + gerunds ("about going"; "for being")

<b>Conjunctions</b>	Co-relative conjunctions	Subordinating cause and effect conjunctions (because, as, since)	Subordinating contrasting conjunctions (although, whereas, while)	
			Subordinating sequence conjunctions (therefore, so, consequently)	
<b>Interjections</b>	Ouch! Run! Oh! Stop! Ugh! Hey! No Way!	<b>6-8</b> Terrific! Cool! Sweet!	<b>9-12</b> Fudge! Shoot! Darn! Whew!	
<b><u>Grammar Skills</u></b>	<b><u>Review</u></b>	<b><u>Skill Progression</u></b>		
		<b><u>ELL IV</u></b>		<b><u>ELL V</u></b>
<b>Spelling</b>	Irregular plural verbs Regular past participles Irregular past participles Irregular plural nouns Contractions with "to be" Negative contractions			
<b>Phrase and Clause Construction</b>	Participial phrase Absolute phrase/ nominative absolute Special adverbs + adjectives Linking verbs + Noun/Adjective compliment Verb phrases Independent clause Noun clause Noun clause markers	Gerund phrase ("Cramming for tests...")	Subordinating conjunctions in introductory clauses ("While..." "However, ...")	Appositive phrase ("My teacher, a delightful person, ...")
		Interjections ("Hey!" "Ouch!")		
		Restrictive clauses using that ("The dog that has spots is..." "The play that I acted in was...")	Non-restrictive clauses using who/which ("Jack, who is tall, is..." "The book, which had been sold, was...")	

		Adjective clauses (dependent: "...who is a writer," "...whom I saw")	Adverb clause (subordinating conjunction + clause: "...because he is tired.")	
<b>Sentence Construction</b>	Habitual past "repeated action" Habitual past "state of being" Present real conditional Intransitive sentences Transitive sentences Subject + verb + direct object + indirect object Sentences using reflexive pronouns Active sentences Passive sentences Simple sentences Compound sentences Independent clause + semicolon + conjunctive adverb + independent clause	Present unreal conditional (If + simple past, ... would + verb...: "If I had a car, I would drive to work.")	Present unreal conditional with modal auxiliaries (If + simple past, ... would/could modal auxiliary "If I went to the store, I could bring home dinner." "If I left now, I might get home sooner.")	Past unreal conditional (“If I had asked you, I would have known.”)
		Present habitual (If it rains, I have my umbrella.)	Present future conditional (“If it snows, I will go skiing.”)	Present progressive real conditional (“If Jill was not so tired, she would watch the film.” “If it had not been raining, Jack would have gone skiing.”)
		Sentences with interjections (“Ouch, that hurt!”)	Subjunctive sentences (“Jack recommended that Jill stop.”)	Adverbial phrases + independent clause (“Since joining the army, Jack has learned many things.”)
		Compound sentence (Independent clause + conjunction + Independent clause: “I tried to speak English, so my friend tried to speak English.”)	Complex sentences (Independent clause + relative pronoun + dependent clause: “Juan and Maria went to the movies after they finished studying.”)	Compound-complex sentences (two independent clauses and one or more dependent clauses: “The dog lived in the backyard, but the cat, who thought she was superior, lived inside the house.”)
			Subordinate clause + comma + main clause (“After Jill asks a question, Jack answers it.”)	

			Main clause + Subordinate clause ("Jack answers because Jill asked him.")	
<b>Agreement</b>	Verb agreement with irregular nouns Verb agreement with collective nouns Verb agreement with indefinite pronouns	Pronoun agreement with generic nouns ("A student always does her work.")	Relative pronoun agreement (who, which, that: "The chef who won the competition studied in Paris.")	Indefinite pronoun agreement ("Jack bought something, but Jill didn't buy anything.")
		Pronoun agreement with indefinite pronouns ("Everyone needs his or her textbook." "Someone is missing her textbook.")	Who versus whom (who for subject/whom for direct object: "Who is it?" "The girl whom I met is here.")	Word order of adjectives (opinion, size, age, color, proper, material: "spicy Mexican food," "tall plastic cup")
<b>Questions</b>	Questions with "to be" + "there" + subject + preposition + noun Questions using indefinite pronouns Tag questions Interrogative questions in past tense with "to be" Simple past with interrogative Interrogative questions with contractions Present perfect questions Present perfect progressive questions	Yes/No question turned into noun clause ("Did he come?" "I wonder if he will come?")	Noun clauses with question words ("What did she say?")	
		Questions using present unreal conditional (would + verb + "if" + simple past: "Would you drive to work if you had a car?")	Questions using past unreal conditional ("Would you have known if you had asked?")	
		Questions using present future conditional ("Will you go skiing if it snows?")	Questions using present progressive real conditional ("Would Jack have gone skiing if it had not been raining?")	
<b>Phonology Link</b>		<ul style="list-style-type: none"> <li>• Opposites</li> <li>• Idioms</li> <li>• Select Vowel Sounds</li> <li>• Minimal Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• All of the Above +</li> <li>• Count the Words</li> <li>• Repeat After Me Phrases and Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• All of the Above +</li> <li>• Count the Words</li> <li>• Repeat After Me Phrases and Sentences</li> </ul>

			• Tongue Twisters	• Tongue Twisters
<b>Standards Link</b>	By developing this repertoire of grammar skills:			
<b>Conventions of Standard English</b>	Students will express themselves in oral and written form using subordinate sentence structures that incorporate a range of idiomatic English speech patterns like interjections, verbals, and advanced verb tenses.			
<b>Writing &amp; Oral Expression</b>	<p>Students can begin, develop, and conclude both oral conversations and written investigations that reveal their understanding of interpersonal discourse and English idioms as well as display their ability to draw inferences and problem solve when delivering information.</p> <p><b>Note: The Grades 6-8 and 9-12 DSI is used in conjunction with ELL IV and ELL V of the English Language Proficiency Standards for Listening and Speaking and Writing.</b></p>			